DOCUMENT RESUME

ED 274 771 CE 043 977

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TITLE Context Evaluation and Status Study of Vocational Education in Florida. Final Report.
INSTITUTION Florida State Univ., Tallahassee. Learning Systems Inst.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE Apr 86
NOTE 36p.; For a related document, see CE 043 982.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational History; Educational Philosophy; Educational Planning; Educational Policy; *Educational Practices; *Federal State Relationship; Postsecondary Education; Program Improvement; School Role; Secondary Education; *State History; *State School District Relationship; *Vocational Education
IDENTIFIERS *Florida

ABSTRACT

Because most vocational decision makers in Florida lack in-depth knowledge of how vocational education developed in the state, a six-year historical study was conducted to provide a narrative history as an aid for identifying recurring policy issues. Traditional historical research in libraries and archives was conducted and oral history interviews were compiled. The research provided a foundation for the historical narrative. This historical narrative was analyzed for policy implications with respect to program governance, program determination decisions, and federal-state-local relationships in vocational education. Through this project, a professionally printed history of vocational education in Florida and three volumes of oral history transcripts were developed. These products provide insight into the interaction among federal, state, and local officials and their influence on the development of vocational education in Florida. Four recurring policy issues were identified: philosophy of vocational education, philosophy of vocational planning, vocational program coordination, and academic bias. These products can provide decision makers with an institutional memory that enables them to understand long-term trends, written and unwritten policies, choice of strategies and procedures, and recurring problems in program planning and coordination. (Author/KC)

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CONTEXT EVALUATION AND STATUS STUDY OF VOCATIONAL EDUCATION IN FLORIDA

Final Report

Project # 5-3 C11

Project Director: Robert G. Stakenas

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April 1986

Center for Needs Assessment and Planning
Learning Systems Institute
The Florida State University
Tallahassee, Florida

CONTEXT EVALUATION AND STATUS STUDY OF VOCATIONAL EDUCATION IN FLORIDA

The Problem

There has been a lack of documented in-depth knowledge of the development of vocational education in Florida. The knowledge of interest here is historical knowledge. Knowledge of institutional and legislative history can provide a perspective for making more carefully reasoned choices regarding state level policy development and decision making. Analysis of historical narratives can identify issues that appear and reappear over time. Such analysis can determine what factors influence policy development and decision making. An historical narrative can serve as an "institutional memory" for agency leaders who may be new to their positions. Knowledge of historical factors can be useful in the present because it provides a frame of reference for determining how current situations are like or different from similar situations in the past. Historical narratives can also provide information on the impact which specific policy implementation has had. Thus, historical knowledge can be useful in policy analysis and policy development--if it is available.

Historians have largely ignored the history of the development of vocational education in America. A few studies have been conducted, but these focused on vocational education in the United States in general. The earliest one found was A History of Manual and Industrial Education, 1870 to 1917 by Charles A. Bennett; it was published in 1926. In 1967, Melvin L. Barlow published A History of Industrial Education in the United States. Other authors active in this area included Layton

Hawkins, Ferdinand Struck, John McCarthy, and Grant Venn.

The broad scope of these studies did not permit an analysis of local or state programs. In addition, the termination of these studies in the early 1960s left a gap of at least twenty years in the published historical record. A search of the literature revealed that only two states, Oklahoma and Wisconsin, have prepared state histories of vocational education. Prior to this project there had been no systematic attempt to produce a narrative history of vocational education in Florida.

Purpose

The purpose of this study was to provide a narrative history and analysis of the development of vocational education in Florida to 1980. Because it was not feasible to provide a comprehensive examination of all developments in each of the occupational fields, this study concentrated on selected areas of interest. These included: the development of the general education system; the development and evolution of vocational curricula and programs of study; expansion of programs; the impact of federal and state legislation; and the governance and finance of vocational education. While it would have been desirable to examine closely developments at the local level, it was beyond the scope of this study. One final area of emphasis was to identify the recurring policy issues that had to be addressed and will likely continue to be addressed in the future.

Conceptual Framework

Historical events do not happen in a vacuum. Instead, there are a variety of factors which influence the occurrence of events. These

factors must be identified and analyzed if their influence on the course of history is to be understood.

A variety of conditions influence the occurrence of an event. Such conditions may include social, political, economic, religious, and cultural factors. As these factors interact, they produce a set of background conditions. It is from these background conditions that a sense of dissatisfaction with the status quo emerges. If the dissatisfaction is experienced broadly enough, it will lead to responses by the community.

Interests of the community are verbalized by individual leaders who work to achieve support on how to solve the problem which is seen as the source of dissatisfaction with the status quo. Responses by the community can be of many kinds. For example, responses can be made in the form of demonstrations of protest or support. They can be made through letters to political leaders or through editorials in newspapers. The political community more commonly responds through either federal or state legislation. But the legislation by itself is not enough; it must be implemented through some form of intervention. If the political response is in the form of a law, the implementation of the law must create some means for achieving the law's intent. Thus, interventions could include specific penalties for noncompliance with the law. Implementation of interventions is normally the responsibility of federal, state or local administrators. In the case of vocational education, educators should also be included.

An intervention, upon its implementation, produces an impact. Ideally, the impact satisfies the demands or expectations levied by the

community. Whether or not the intervention satisfies the demands, it becomes a part of a new set of background conditions which, in turn, lead to future change.

This study examined the background conditions, legislative responses, and vocational program interventions in Florida. It did not attempt to examine the impacts of these interventions on society. The emphasis was on state-wide trends and changes to achieve insight into the planning and governance of vocational education in the state.

Methodology and Sources of Data

The principal sources used for this study were government documents and reports. The most valuable source was the series of biennial reports of the state superintendent of public instruction. These reports were especially valuable because they contained narrative descriptions and quantitative data on programs, enrollments, and expenditures. In 1967, the biennial reports were changed to annual descriptive reports which, unfortunately, were not very descriptive.

Information on legislative activity was obtained from the Florida Laws and Florida School Laws for the state legislature, and the Congressional Record for the Congress of the United States. Other federal and state government publications provided information dealing with a variety of topics such as the implementation of vocational programs, introduction of new instructional techniques and vocational curricula, or advice on securing community support for vocational programs. The Florida State Archives maintains files on a number of state offices which are concerned with the implementation of vocational programs. These files provided information which was not available from

other sources.

A final source used for this study was the oral history interview. Individuals, who were significant in the development of vocational education in Florida, were interviewed to obtain their perceptions and opinions on the development of vocational programs. Individuals to be interviewed were selected by: Joe D. Mills, Director of the Division of Vocational, Adult and Community Education; Kenneth M. Eaddy, former Chief of the Bureau of Vocational Research, Dissemination and Evaluation; and an advisory committee consisting of Thomas Barrineau, David Erwin, and M.S. Thomas. The selection of interviewees was based on the following criteria:

A. The interviewee must have been:
   1. Employed as a vocational educator, a business or industry representative, a legislator, a student or a parent of a student enrolled in a vocational program;
   2. In a Florida-based business or industry, junior high school, area vocational-technical center or school, a state or federal government agency, or a teacher/educator in an institution of higher education;
   3. Active between 1917 and 1980 for a period of at least ten years, but not necessarily consecutive years.

B. The interviewee must be mentally alert and willing to be interviewed for an extended period of time (two hours).

C. The interviewee must be experienced in and able to provide information about one or more of the questions included in this study.

After individuals were selected, they were interviewed either individually or in a group in accordance with one of the interview schedules shown in Appendix A. The interviews were audiotaped and then transcribed and edited before being returned to the interviewees for review, revision and final approval. The interviewees returned the transcripts with their corrections and comments for inclusion in the final transcript. They also returned a signed release statement which authorized using the transcript for the purposes of the study. A copy of the release form is provided in Appendix B.

The information provided in the interviews proved to be extremely valuable as it was often the only information available about local developments and implementation of state or federal policy.

To facilitate the research and reporting of results, historical inquiry requires breaking the chronological sequence of events into logical segments. How the segments are determined is arbitrary and is affected by the events being studied and the purposes of the research. The chronology for this study was organized according to the following time periods:

- o General and vocational education before 1917
- o Early development from 1917 to 1929
- o Vocational education during the Depression years
- o Vocational education during World War II
- o Post-War Development in Vocational Education to 1963
- o Developments in Vocational Education after 1963

After the historical narrative was completed, it was analyzed to identify recurring policy issues. Once identified, these were described

and discussed in an epilogue.

Formative Evaluation

The first draft of an historical narrative was produced in September 1981. Copies of the draft were shared with those interviewees who were still physically active and mentally alert. In March 1982, a group of reviewers was convened in order to obtain comments and suggestions about revisions and next steps. Those attending the critique session included the state director of vocational education, and five retired vocational educators who had held the following positions: assistant state director of vocational education, bureau chief of research and evaluation, two local directors of vocational education, and a regional program director. The entire day was spent reviewing and commenting on omissions and points which needed greater emphasis. These comments were audiotaped and transcribed and then analyzed for implications regarding the need for additional research and revisions of the manuscript. Written comments were also received from several other interviewees.

This feedback provide a constructive basis for moving into the next phase of the study. It was clear that further research needed to be done and that additional vocational educators needed to be interviewed. This was done and a second draft was produced. This manuscript was forwarded to the University Press of America (UPA) in June 1984 to be considered for possible publication. UPA submitted the manuscript to a consulting editor to assess the scholarly merit of the research. He offered many suggestions on how the draft could be improved; this editor also recommended publication subject to satisfactory revision.

The suggested revisions were completed by January 1985 and then

submitted to a professional editor for copy editing. The suggestions by the copy editor were especially valuable as she pointed out ambiguities, redundancies, weak organization, and missing information in footnotes and reference citations.

Comments made by the vocational educators and the two editors contributed greatly to the quality of the final product. The final draft was completed in May 1985 and then submitted for typesetting and final proofing. Camera-ready copy was then sent to University Press of America in accordance with their publishing guidelines.

Products

Four products were produced by this study. They include a narrative history of 215 pages entitled, Educating Hand and Mind: A History of Vocational Education in Florida. It was published by the University Press of America and became available in October 1985. A copy of the title page and table of contents can be found in Appendix C. The published history was printed in hardbound and paperback editions. The respective ISBN numbers are:

ISBN 0-8191-4986-1 (hardbound edition)

ISBN 0-8191-4987-X (paperback edition)

Copies of Educating Hand and Mind may be obtained from:

University Press of America

4720 Boston Way

Lanham, Maryland 20706

Three volumes of oral history transcripts were produced under the title Reflections on the Development of Vocational Education in Florida.

Volume I includes transcripts based on interviewees with 22 persons (192 pages). Volume II includes transcripts based on nine interviewees (184 pages), and Volume III includes transcripts based on seven interviewees (124 pages). These volumes are hard bound.

Overview of Findings

Florida is a relatively young state in terms of its educational traditions and economic structure. Although it has maintained a strong commitment to provide an education for its citizens, Florida's educational development began slowly because it was a sparsely populated, rural state. This meant that tax revenues were limited and had to be distributed over a large number of small communities.

At the turn of the century, Florida had only a half million residents. But then it began to grow, and grow it did until it became the sixth largest state and continues to be among the fastest growing.

Before World War II, Florida was primarily an agricultural state but with an energetic and growing tourist industry. Since the war, it has undergone a transformation from agricultural to industrial, and tourism continues to be a major source of tax revenue.

After World War II, Florida made a commitment to provide education for its people. It did so by creating a system of 28 community colleges and 28 area vocational-technical centers. It added six new comprehensive universities to the three which were already in place.

Vocational education has been an important part of that educational growth and must be considered a success by any set of standards. Beginning in 1917 with a small collection of emerging agriculture, trade and home economics programs, vocational education in Florida is defined in

statutes as a comprehensive program that calls for instruction in virtually every grade of the public schools (K-12) and the postsecondary adult level. Components of the comprehensive program include career education, exploratory, occupational and supplemental training. Vocational education is not only available, it is accessible with over 97% of the state's adult population being within commuting distance of a vocational program.

Floridians have been avid supporters of vocational programs in spite of the expense. State and local leaders have consistently gone beyond minimum levels required to match federal funds. Florida currently spends over 600 million dollars per year which exceeds federal funds by ratios as high as twelve dollars of state money for every dollar of federal money.

Inspite of numerous indications of growth and success, there are several issues that will require resolution and will determine whether vocational education in Florida will continue to flourish. The key issues appear to be:

- o Philosophy of vocational education
- o Philosophy of vocational planning
- o Vocational program coordination
- o Academic bias

The rapid growth of vocational programs after World War II has been impressive. Florida now delivers vocational training through its comprehensive high schools, 28 community colleges, 28 area vocational-technical centers, and numerous proprietary schools. But having vocational programs delivered in so many different places by

institutions which are administered under different governance structures has created problems of coordination. But the problem of coordination is complicated further by philosophical issues.

Philosophy of Vocational Education. Vocational educators appear divided over meeting the needs of students by providing them with training versus training students for available jobs. Placing an emphasis on student needs can result in oversupply if the demand for jobs in given occupations is low. Training students for the job market means restricting freedom of choice. Yet there appears to be little virtue in training people for jobs in which there is a low likelihood of employment.

Philosophy of Planning. Florida is a state which has a strong tradition of local autonomy or "home rule". This evolved during earlier times when the state was a sparsely populated area and agricultural in its economic base. But now the state is industrializing and emphasizing tourism and services to the elderly. Allowing each local program to determine its own goals and objectives raises definite possibilities for producing an oversupply of trained workers. To address the problem of planning and coordination, the state has implemented a vocational planning process which attempts to reconcile local, regional, and state-wide demands for trained workers. How to achieve an appropriate balance between state and local control is the issue. Over- and undersupply are definite possibilities regardless of the level of decision making. Centralized planning will make errors because a single planning body can not be aware of local and regional conditions which should be taken into account when making program decisions. While local vocational planners can be aware of local conditions, they may be unaware of regional and

statewide conditions which they should take into account to avoid over- and undersupply. Managing vocational programs so that they are responsive to individual needs and the needs of business and industry requires effective planning processes and clearly defined decision making responsibility. The tension between centralized control and local control will continue, especially in times when resources are scarce.

Program Coordination. It has been noted elsewhere that the nation has no system of vocational education--only collections of programs. How this came about is not surprising. When vocational programs were established beginning in 1917, their primary purpose was to train local students to enter the local economy. Agriculture teachers would do a local survey to determine what kinds of crops and stock were being grown. The results of the survey determined the nature of the vocational curriculum in agriculture. The same was true in trade and industrial occupations.

The situation today is dramatically different. In small, isolated communities, most young people have to leave to get jobs because the local economy can not support them. Some communities are bed room communities which means that people may grow up, be educated and live there, but have to commute elsewhere to find employment. Because Florida's economy is becoming more diversified, choosing a given occupation may require moving to where the jobs are.

All of these factors point toward the importance of program coordination within and between school districts and regions of the state. Although a system of regional coordinating councils has been

established to address problems of coordination, they are still new entities seeking to define their role and how to implement it effectively. The authority of the regional councils has recently been strengthened and their membership enlarged to include a majority of lay citizens with voting privileges. The intent was to balance educator interests with taxpayer interests. How this will turn out remains to be seen.

Academic Bias. It has taken a hundred years for the pendulum to complete its cycle. In the 1880s citizens noted that the classical curriculum then prevalent in the secondary schools prepared young people to go to college--but only about two of very hundred did so. What was needed was a more practical education. A long and energetic dialogue was begun and culminated in the Smith-Hughes Act of 1917. Smith-Hughes provided matching funds from the federal government to the states to establish programs of practical, i.e., vocational education. In Florida this signaled rapid growth in vocational programs that was only interrupted by the Depression and World War II. But this growth was not free of criticism. Vocational educators had to be assertive to be sure their claims on state resources were not diluted by those with academic interests.

In 1970, a report prepared by a legislative committee chaired by state senator Kenneth McKay observed that an academic bias existed in public education and that steps should be taken to assure that the growth and strength of vocational education not be diluted. In the 1980s the Florida legislature increased high school graduation requirements; students would be required to take more English, math, and science to earn a high school diploma. The impact of this legislation

is only now beginning to surface. Claims are being made that the number of dropouts is increasing because of the new graduation requirements. These requirements also reduce the number of vocational electives which students can take. It appears that the Florida legislature has re-created a "classical" curriculum--admittedly appropriate for this day and time. But in so doing, it has reaffirmed the academic bias which vocational education originally attempted to remedy.

It was concluded that the four issues identified and discussed above have no objective solution because they represent on-going tensions between important segments of the educational and political community. As a result, these issues must be addressed as policies are considered and attempts are made to implement interventions that will be responsive to the vocational needs of Florida's citizens as well as responsive to the labor market needs of Florida's rapidly growing and changing economy.

Dissemination

The Educating Hand and Mind is being disseminated through the Director's office, Division of Vocational, Adult, and Community Education. Copies have been or will be distributed as follows:

- o Archives of the American Vocational Association
- o Archives of the State of Florida
- o Library at each of the nine public universities in Florida
- o Local directors and occupational deans of vocational education in Florida's school districts and community colleges
- o The department chair of vocational education at each public university in Florida

- o Members of the Florida Commission on Vocational Education, the Honorable Doyle Conner, Chair
- o Members of the State Cabinet
- o Professional staff in the Division of Vocational, Adult and Community Education

Copies of the bound oral history transcripts will be placed in the libraries of Florida A&M University, Florida State University, the University of Florida, and the State Archives.

* * * * *

APPENDIX A

Interview Schedules for Oral History Interviews

A STATUS STUDY OF VOCATIONAL EDUCATION IN FLORIDA

Interview Schedule

I. Opening statements which must be recorded at the beginning of each interview:

"Today's date is _____, 1980. This is _____(state your name) speaking. I am about to interview _____ to obtain (his)(her) thoughts and experiences regarding the development of vocational education in Florida and (his)(her) role in that development. We are in _____(give place and location). It is _____(state the time)."

(Be sure to play back a portion of this introductory statement to be sure that the recorder is working properly.)

II. To be recorded at the first interview only:

"Will you please state, simply for the guidance of historians in the coming generations, what, if any, scrapbooks, newspapers, books, or other materials you consulted to refresh your memory in preparation for the interview?"

"What persons did you question in order to refresh your memory since consenting to this interview?"

III. The Interview Questions to be covered:

1. "Here is a table listing time periods and significant events in vocational education in Florida. Please review this table and then tell me:

   (a) "In which time period or time periods were you actively involved in vocational education?"

   (b) "What positions did you hold during those time periods?"

   (c) "Are there any things which you accomplished during your career in vocational education that you would like to highlight for me?"

   "Let's turn now to some questions about the purposes of vocational education in Florida."

2. (a) "In your opinion, what were the goals and purposes of vocational education during the early years of your involvement with it?"

   (b) "Do your recall how these goals and purposes were established?"

   (c) "In your opinion, have any of these goals or purposes changed over time? If so, how have they changed?" (Probe: "Why do you think these changes occurred?")

(continued)

3. (a) "In your opinion, what social factors have influenced the development of vocational education in Florida?" (Probe: "You have mentioned positive(negative) factors, were there any negative(positive) factors also?")

   (b) "Can you recall any positive or negative political factors which influenced the development of vocational education at that time?"

   (c) "Were there economic factors which may have helped or impeded the development of vocational education back then?"

4. (a) "Do you recall if there were attempts made to influence the types of students who were placed in vocational education based on factors such as race, social class or sex?"

   (b) "What factors were used to determine the type of occupational programs and where they would be offered?"

   (c) "Who made the decisions to shape programs in this way?"

5. "What do you remember about the establishment of student organizations in vocational education? Why were they created and what effect did they have?"

6. (a) "How were decisions made to obtain funding support at the local, state, and federal levels? Who made these decisions and where were they made?" (Probe: Be sure to draw out the interviewee on each of the three levels)

   (b) "What problems or limitations were encountered in obtaining funds for vocational education during the years you were involved in it?" (Probe: Try to have the interviewee respond to the full time span of his/her career in vocational education.)

7. (a) "As you see it, what role did business and industry play in establishing vocational education in Florida?"

   (b) "What role did business and industry play in implementing vocational education in this state?"

   (c) "Did business and industry provide financial support for vocational education?"

(Continued)

8. (a) "What was the relationship between public and private vocational education? For example, was it cooperative or competitive?"

   (b) "Who did public vocational education tend to serve back in those days? Who did private vocational education tend to serve?"

9. (a) "During your years in vocational education, what were the continuing concerns and issues with which you had to deal?"

   (b) "How and by whom were these issues and concerns addressed and resolved?"

"Let's move on now and talk about how vocational education has been governed in Florida over the years."

10. (a) "As you see it, what factors determined the way vocational education was administered and operated?" (Probe: "Did factors such as the depression or the World Wars have an effect? If so, how?")

    (b) "Were there any factors operating at the national level which had an impact on the way Florida's vocational education program was administered?"

    (c) "How about factors at the state and local levels?"

11. (a) "Over the years, has there been much discussion and debate about local versus state control of vocational education?"

    (b) "What do you think led up to the discussion of local versus state control? What were the problems that might have caused this to happen?"

12. (a) "In your opinion, what needs has vocational education served over the years?"

    (b) "Why has vocational education in Florida been largely a publically supported program?"

13. "In your opinion, is publically supported vocational education still justifiable today? If so, why? If not, why not?"

(Continued)

14. "In your opinion, how adequate are present policies and administrative structures for implementing vocational education in Florida over the next 10 to 20 years?"

15. "Is there anything else that you feel that we should know about vocational education in Florida?"

"Thank you for the time you have taken to provide answers to these important questions. Your responses will be extremely helpful to us in our attempt to understand the development of vocational education in Florida."

RGS/KME 3.6.80
Revised 3.11.80

CONTEXT EVALUATION AND STATUS STUDY OF

VOCATIONAL EDUCATION IN FLORIDA

Group Interview Schedules

A. Impact of World War I on Vocational Education In Florida.

- Can you recall vocational programs offered during World War I as "war--production programs"?
- If "yes", where were they provided?
- Were male and females enrolled in the programs?
- Can you recall the source of funding support for the programs?
- What were persons enrolled in the program being trained to do?
- Did the programs carry over into public schools after World War I?
- Was there, in your memory, a "G-I-Bill-of-Rights" after World War I that provided assistance to persons (men and women) seeking vocational training?
- If "yes", who was instrumental in bringing about the passage of legislation?
- Why, in your opinion, was Florida the first state in the nation to accept the conditions and requirements of funding support for the Federally enacted Smith-Hughes Act?
- Did experiences in training people to "work" during World War I have relationships to the "feelings" of the Florida Legislature about Federal Support for public schools?

B. The Minority Experience.

- As an educator or person interested in vocational education, when did Black persons commence to enroll in vocational programs?

- Why were vocational programs not as readily accepted by the Black educators as by the White educators in Florida?
- How has the curriculum changed for Black persons during the past four or five decades?
- As you can best recall, which programs of education were first integrated?
- Who were some of the Black leaders of vocational education prior to the racial integration of the schools?
- Why, in your opinion, were they the leaders of Black persons in vocational education?
- Where were the Black vocational schools of distinction located?
- Can you "tell us something about" the working relationships of Black vocational education leaders with the White leadership in vocational education?
- Have follow-up-studies been made of Black vocational students who succeeded in their chosen occupations?
- Did enrollment of Black persons in War-Production training programs have carry-over effects for vocational education?
- Will industry development training programs impact on Black persons enrollments in vocational education programs?
- How have Black persons seen vocational education relating to their life-styles?

C. Impact of World War II on Vocational Education.

- In your opinion, why was vocational education so quickly made an integral part of War-Production Programs during the 1940's?

- How did War-Production Programs change the image of vocational education? Relate your responses to program content, enrollments of women and minority persons, equipment, facilities.
- Did World War II training practices (such as the emphasis on performance) carry over into the instructional practices of today's vocational programs?
- How did World War II impact on women in vocational education programs, as students? As instructors? As supervisors? And, as administrators?
- Did the role, scope and function of vocational education change as a result of involvement in World War II for Black persons in Florida?
- Were instructor training requirements changed as a result of experiences with World War II War-Production Programs? If "yes", how?
- Did World War II Training Programs impact on Black education? If "yes", in which ways?

D. Federal/State Aid.

- How were vocational programs funded while you were actively involved as a teacher, administrator or in other educational capacities of work?
- Who made funding decisions about vocational education during your tenure of employment in vocational education?
- How were decision makers selected? probe--election, appointment, etc.
- Were there criteria to be met, by vocational education decision makers, for employment as a vocational education decision maker?

- Were you paid by Federal, State or Local officers for your services to vocational education? If the source of payment changed during your employment, how did it change?
- Were there groups or individuals in your community who opposed accepting Federal Aid to vocational education? If "yes", what were some of the reasons given for rejecting Federal assistance to the support of vocational education?
- What were some of the stated issues (pro and con) during the move to support vocational education with State dollars?
- How did the Minimum Foundation Program Act of 1947 impact vocational education in Florida?
- Who were the vocational persons most closely associated with the Minimum Foundation Program development?

E. People in Schools Who Were Instrumental in Establishing Vocational Education.

- Who were some of the people (educators, business and lay representatives) most influential in the early development of the:

..Lindsey Hopkins Vocational School

..Lively Vocational School

..Brewster Vocational School

..Gibbs Vocational School

..Tom P. Haney Vocational Center

..Tomlinson School

..Mary Carl Vocational School

..Blake High School

..George Stone Vocational Center

..David G. Erwin Vocational Center

- Please tell us what some of the motivations were of persons such as: O.C. Holley, Bob Dolley, George Conoly, G.D. Perkins, ____Stanton, Evelyn Csikos, Bill Shields, ____Gabriel, Bruce Davis, Phil Seagren, to advocate vocational education?
- Why, in your opinion, were they successful?

F. Student Organizations.

- With which student organizations have you been most closely associated?
- Were the organizations required as part of the Vocational Curriculum?
- Did the student organizations solicit memberships from boys and girls?
- Were boys and girls allowed to compete for awards?
- How were student organizations financially supported?
- Were all student organization activities coordinated at the local and state levels?
- Do the student organizations you were associated with exist to this date? If "no", how have they changed in name, purposes, objectives over time?

G. Support from Advisory Groups.

- Were you required to formulate advisory councils to assist in the planning, implementation and evaluation of vocational programs?
- Did you establish advisory councils? If "yes", who were some of the most active and productive members?
- How did they assist or hinder you in achieving program objectives?

H. Politics and Vocational Education.

- How were school boards created?
- Were there several boards?

- What were the practices of Boards of Trustees for the geographic areas in which you worked?
- How were the duties and responsibilities of Negro Boards and White Boards of Education coordinated?
- How did Boards of Trustees interview for employment?
- Who made decisions about employment practices on the Board of Education for which you worked?
- Was it a common practice to supplement educational salaries with free or "fringe" benefits such as housing, foods, etc.
- What was the school year in length or number of months?
- Were school years different for "Blacks" and "White" schools--that is to mean, were Black students provided the same number of months of school as white students?
- Did Black vocational students compete with White students during student sponsored events?
- What State laws have been influential in bringing about changes in vocational education?
- Who were some of the Legislators influential in passing vocational legislation?
- How were vocational administrators organized to deal with political problems?
- What were some of the major issues dealt with by the vocational educators in the political arena?
- Have Legislative Aidesinfluenced the enactment of State Laws? If yes, how?

I. <u>Program Successes</u>.

- It is said that "program successes are based, in part, on in-service training of educators". Will you elaborate on some of the in-service

training programs conducted by vocational representatives?

- Professional Organizations, such as the Florida Vocational Association, Florida Vocational Agricultural Teachers Association, etc., have been in existance for many years. Can you tell us about how they were founded? Who were the influential persons in the organizations?
- Were the organizations politically successful? If yes, how?
- What were some of the factors you would associate with success or failure of the organizations?
- Did the organizations sponsor special programs such as summer school, achievement day, "Master-Teacher" awards, etc.?

KME 3.14.80

APPENDIX B

Release Form for Oral History Transcripts

LETTER OF AGREEMENT

To whom it may concern:

I, the undersigned, agree that the tapes and the transcript text of the tapes shall become the property of The Florida State University. The Florida State University agrees to make the tapes and transcripts available subject to the following restrictions:

The transcripts produced as a result of the interviews conducted for the Context Evaluation and Status Study of Vocational Education in Florida Project may be used by qualified scholars in such places as are made available for purposes of research by the Program in Oral History of The Florida State University and/or the Florida Division of Vocational Education.

Permission is hereby granted to photostat, microfilm, or otherwise reproduce part or all of the transcript for purposes of convenient research. In no case, however, should the text or any extracts thereof be produced for profit without my consent or the consent of my heirs.

The project shall remain closed to all researchers until it is completed by the Center for Needs Assessment and Planning of The Florida State University or until such date agreed upon by myself and The Florida State University.

I agree that I will not print as memoirs or autobiography -- or any other form for profit -- the final transcript or a reasonable facsimile thereof for a period of 10 years. It is my intention that the above provisions be binding upon my heirs and descendants.

The aim of this agreement is to protect the interviewee against indiscriminate and improper use of the resultant tapes and transcripts. The interviewee is free to write his/her memoirs without any restrictions. This agreement simply forbids the use of the final transcript for publication by the interviewee for profit. No distrust of the interviewee is intended or implied.

Signed _____(Interviewee)

Date _____

Address _____

_____

Understood and agreed to:

Signed _____
Principal Investigator

Date _____

Agreed to for The Florida State University:

Signed _____
, Graduate Dean and Director of Research

Date _____

APPENDIX C

Title Page and Table of Contents

for

Educating Hand and Mind: A History of Vocational Education in Florida

EDUCATING HAND AND MIND

A History of Vocational Education in Florida

Robert G. Stakenas
David B. Mock
Kenneth M. Eaddy

UNIVERSITY PRESS OF AMERICA
LANHAM • NEW YORK • LONDON

Copyright © 1984 by

University Press of America,™ Inc.

4720 Boston Way
Lanham, MD 20706

3 Henrietta Street
London WC2E 8LU England

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Printed in the United States of America

Library of Congress Cataloging in Publication Data

Stakenas, Robert G.
Educating hand and mind.

Bibliography: p.
1. Vocational education—Florida—History.
I. Mock, David B. II. Eaddy, Kenneth M. III. Title.
LC1046.F6S72 1985 370.11'3'09759 85-20233
ISBN 0-8191-4986-1 (alk. paper)
ISBN 0-8191-4987-X (pbk. : alk. paper)

All University Press of America books are produced on acid-free paper which exceeds the minimum standards set by the National Historical Publications and Records Commission.

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Abstract of the Final Report

Title of the Project:	Context Evaluation and Status Study of Vocational Education in Florida
Organization:	Florida State University, Learning Systems Institute, Center for Needs Assessment and Planning
Project Director:	Dr. Robert G. Stakenas
Expenditures:	$140,196.00
Duration of Project:	September 1, 1979 through August 31, 1985
Project Number:	5-3C11

PROBLEM

Most vocational decision makers in Florida lack in-depth knowledge of how vocational education developed in the state. Knowledge of institutional history provides a perspective for making better-reasoned choices regarding state policy development and decison making. Prior to this project, there had been no systematic attempt to produce a narrative history of vocational education in Florida or to identify recurring policy issues.

OBJECTIVES

(1) Produce an historical narrative of the development of vocational education in Florida; (2) continue and complete oral history interviews with selected individuals active in the development of vocational education in the state; (3) examine the influence of economics, geography, politics, and demography on changes in vocational education; (4) identify recurring policy issues.

PROCEDURES

Traditional historical research in libraries and archives was conducted and oral history interviews were compiled. The research provided a foundation for the historical narrative. This historical narrative was analyzed for policy implications with respect to program governance, program determination decisions, and federal-state-local relationships in vocational education.

RESULTS AND POTENTIAL UTILIZATION

A professionally printed history of vocational education in Florida and three volumes of oral history transcripts were completed. These products provide insight into the interaction between federal, state, and local officials and their influence on the development of vocational education in Florida. Four recurring policy issues were identified. These products provide decision makers with an "institutional memory" that can enable them to better understand long term trends, written and unwritten policies, choice of strategies and procedures, and recurring problems in program planning and coordination.